DOCUMENT RESUME

ED 036 903 EA 002 795

TITLE	Studying the Contribution of the Paraprofessional and Planning for Their Recruitment, Selection, Training, and Use in the Wayne County Public and Nonpublic Schools. The Paraprofessional Study, Title III, ESEA.
INSTITUTION	Wayne County Intermediate School District, Detroit, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
REPORT NO	DPSC-67-2998
PUB DATE	Sep 68
NOTE	62p.
AVAILABLE FROM	Dr. Arnold Glovinsky, Director Paraprofessional Training Project, 1500 Guardian Building, Detroit, Michigan 48226 (free)
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Demonstration Programs, Educational Finance, Educational Needs, Guidelines, *Manpower Needs, *Paraprofessional School Personnel, Professional Recognition, *Program Evaluation, Salaries, *School Community Relationship, *Teacher Responsibility, Teacher Role, Training Objectives

ABSTRACT

The findings of a ESEA Title III study designed to assess the feasibility and utility of the paraprofessional concept in education are presented. This study involved: (1) an observation and evaluation of existing paraprofessional programs, primarily in Wayne County Michigan; (2) a comprehensive study of the literature; (3) a review of relevant community college and university course offerings; (4) an examination of negotiated contracts that include paraprofessional provisions; and (5) an analysis of an interinstitutional training program for paraprofessionals. The findings of the study are presented in the form of answers to the following key questions: (1) At what point does the work of the paraprofessional conflict with the responsibilities of the school professional? (2) What kinds of paraprofessional positions are currently held, and what additional positions are needed? (3) What types of training programs will produce desirable paraprofessional skills? and (4) What type of basic demonstration program would be of value to districts of different sizes and needs? The appendix includes a list of specific performance objectives for paraprofessionals. [Parts of document may reproduce poorly due to marginal legibility.] (JH)

ED036903

PP

the practice and the promise

Paraprofessionalism

in the Schools of Wayne County, Michigan

second printing, 1970

REPORT OF THE
PARAPROFESSIONAL STUDY

ESEA TITLE 111

Wayne County Intermediate School District
Detroit Michigan 48226

EA 003 794

ED036903

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Studying the Contribution of the Paraprofessional and Planning for Their Recruitment, Selection, Training, and Use in the Wayne County Public and Nonpublic Schools-

The Paraprofessional Study, Title III, ESEA U.S.O.E. No. 67-2998

Wayne County Intermediate School District
William A. Shunck, Superintendent
William Miller, Ed. D., Deputy Superintendent
301 City-County Building
Detroit, Michigan 48226

September 1968

PROJECT STAFF

Arnold Glovinsky, Ed. D., Director
Joseph P. Johns, Ph. D., Assistant Director

The Paraprofessional Study
1500 Guardian Building
Detroit, Michigan 48226
Area Code 313/965-1098

Foreword

The demands placed on schools by society today call for new and imaginative approaches. One such approach is the use of trained paraprofessionals working in schools to provide at-the-elbow help for teachers and students. There is unlimited potential for positive educational change through the prudent utilization of trained assistants in every area of professional service in schools.

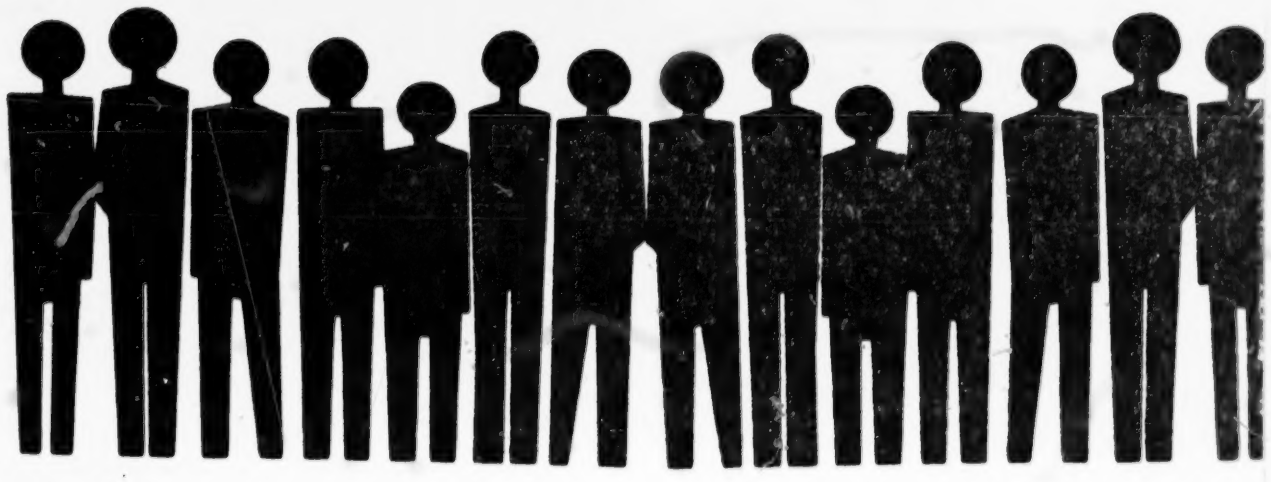
Unquestionably, school leaders are obligated to heed and to rectify the widening breach between the school and the community. Involving trained community workers as school paraprofessionals promises to provide the needed linkage to make schools more relevant to the life around them. As a significant by-product, this practice will bring self-renewal for teachers by enhancing their professional status and will open new career opportunities for the many who heretofore have been excluded from employment offering self-realization.

THE PARAPROFESSIONAL STUDY STAFF wishes to acknowledge the support, foresight, and interest of the Wayne County Intermediate School District Board of Education.

Mrs. Helen S. Field, President
Mr. Carl W. Morris, Vice-President
Mr. Norman O. Stockmeyer, Secretary
Mr. Ralph E. Johnson, Treasurer
Mrs. Betty S. Becker, Member

• Contents

		Page
Definition of Paraprofessional----------		1
I.	Where the Study was Conducted----------	2
II.	How the Study was Conducted----------	3
III.	Identified Needs----------	7
VI.	Findings of the Study: The Four Key Questions; the Answers--------	8
V.	Forty Recommendations of the Study----------	21
VI.	Unfinished Business----------	26
VII.	Appendix----------	28
	Performance Goals for Paraprofessionals----	28
	-in the Classroom----------	28
	-in the Materials Resource Center-------	36
	-on the Playground (Gym)----------	39
	-Departmental Aide (Language)----------	42
	-Semi-Instructional Tasks----------	46



•Definition of Paraprofessional

The term "paraprofessional" is defined as a person who has less than the required or expected level of education or training, but who is performing duties usually performed by the professional, under the supervision of the professional. A paraprofessional may be a paid or volunteer worker. He may be assigned to assist any certificated staff member, e.g., a teacher, a counselor, librarian or administrator (school-community agent). He may provide general school aid which cuts across rigid position descriptions. In short, a paraprofessional may work in the school or community on tasks usually performed by the professional or not performed at all.

Report of the Paraprofessional Study

I. WHERE THE STUDY WAS CONDUCTED

The Paraprofessional Study, Title III, ESEA, U.S.O.E., No. 67-2998, was conducted under the auspices of the Wayne County Intermediate School District. The District comprises 622 square miles. Within this area there were at the time of the Study 708,000 school children in 43 local school districts, ranging in size from the City of Detroit with 296,089 pupils and 9,946 teachers to the Brownstown Township School District No. 10 with 104 pupils and 7 teachers. There are 33 major city and township units of government.

The County has an estimated population of 2,728,000, a number greater than the population of 30 of our states. Nearly one-third of Michigan's school population lives within the area served by the Wayne County Intermediate Office of Education. Demographic extremes can be observed in Wayne County. It is possible to see a high-density urban setting, as in Detroit; while a few miles away one can see semi-rural communities without water lines, sewage disposal, or public transportation.

● II. HOW THE STUDY WAS CONDUCTED

The general personnel needs in the area were determined in a variety of ways including questionnaires and interviews involving school administrators, teachers, counselors, board members, officers of professional teacher organizations, curriculum coordinators, sociologists, psychologists, research directors, and regional education laboratory and state department of education personnel.

This assessment involved observation and evaluation of existing programs for employing paraprofessionals and the training of these paraprofessionals; comprehensive study of the literature: comprehensive study of community colleges and university course offerings; comprehensive study of negotiated contracts that include provisions for relief of teachers from nonprofessional chores such as lunchroom duty; and joint planning of a Head Start training program with a consortium of seven universities and five community colleges, and nine OEO agencies and affiliates.

Nine paraprofessional projects in Wayne County were visited by the Paraprofessional Study Staff. These were the:

Miller High School Demonstration Project (Detroit)
Basic Reading Project (Detroit)
Pre-School and Head Start Projects (Detroit)
Archdiocese Opportunity Program (Detroit)
Inkster Head Start Program
Marshall School Experimental Program (Livonia)
Highland Park Paraprofessional Program
Wayne County Trainable Program
Detroit Trainable Program

Outside of Wayne County a visitation was made to the Semiprofessional Training Project Workshop in Syracuse, New York (Educational and Cultural Center Serving Onondaga and Oswego Counties) and the Study of Auxiliary Personnel, Bank Street College of Education, New York City.

Some of the training programs assessed by letters of inquiry and/or a study of the literature include:

Shoreline Junior College (Seattle, Washington)
Garland Junior College (Boston, Massachusetts)
Bowling Green State University (Bowling Green, Ohio)
Goddard College (Plainfield, Vermont)
St. Petersburg Junior College (Florida)
Val Verde Project (Riverside, California)
Berkeley Unified School District Project (Berkeley, California)
Institute for Youth Studies (Howard University, Washington, D. C.)

Participating institutions and agencies in the Paraprofessional Study Consortium included the following:

Universities and Colleges

Bowling Green State University
Eastern Michigan University
Marygrove College
Mercy College
Merrill-Palmer Institute
University of Michigan
Wayne State University

Community Colleges

Henry Ford Community College
Highland Park Community College
Jackson Community College
Macomb County Community College
Washtenaw Community College

OEO Agencies and Head Start Affiliates

Archdiocese of Detroit Opportunity Program
Area Training and Technical Assistance Center
(Mayor's Committee for Human Resources Development)
Detroit Public Schools Head Start Project
Detroit Public Schools Pre-School Project
Educational Projects, Inc.
Michigan Economic Opportunity Office
Peter Pan Nursery
Wrand Day Care Center

● A selected list of resource personnel consulted include the following:

Dr. Edward Bantel
Professor of Education
Oakland University

Mr. M. Bell, Supervisor
of Nurses and Technicians
Harper Hospital

Dr. William B. Cansfield
Assistant Superintendent
Nankin Mills School District

Mr. Paul Davis, Dean
Washtenaw Community College

Dr. Norman Drachler
Superintendent
Detroit Public Schools

Dr. Ned A. Flanders
Professor of Education
University of Michigan

Mrs. Ilene Fogarty, Director
Archdiocese Opportunity Program

Dr. Edward B. Fort
Superintendent
Inkster Public Schools

The Reverend Bernard Harrington
Assistant Superintendent
Archdiocese of Detroit

Dr. William B. Hawley
Assistant Dean
College of Education
Michigan State University

Mr. Paul Jones, Dean
Highland Park Community College

Dr. Benjamin Jordan
Division of Urban Extension
Wayne State University

Mr. Martin Kalish, Director
Teacher Aide Project
Detroit Public Schools

Dr. Dale Kennedy
Executive Secretary
Michigan Education Association

Mr. Leonard K. Kitchen
Teacher
Plymouth Public Schools

Dr. Gordon J. Klopf, President
Director
Bank Street College of Education

Mrs. Meta L. Landuyt
Project Director
Michigan Department of Social
Services

Mr. Henry Linne, President
Michigan Federation of Teachers

Dr. Ronald Lippitt, Director
Center for Research on the
Utilization of Scientific Knowledge
(CRUSK)
University of Michigan

Dr. Hubert Locke
Assistant to the Commissioner
of Police
Detroit, Michigan

Mr. Gilbert Maddox
Area Training & Technical
Assistance Center
Mayor's Committee for Human
Resource Development (MCHRD)

Mr. John May, Superintendent
Department of Parks and
Recreation
Detroit, Michigan

Dr. William W. McKee
Vice President
Merrill-Palmer Institute

Dr. Louis D. Monacel
Assistant Superintendent
Detroit Public Schools

Mrs. Beatrice Morgan
Teacher
Inkster Public Schools

Dr. Nick F. Muto, Director
Semiprofessional Training Project
Syracuse, New York

Dr. Allen Myers, Dean
College of Education
Eastern Michigan University

Dr. Charles Park, Director
Special Projects
Central Michigan University

Dr. Edward Pfau, Director
Special Services Division
State Department of Education
(Michigan)

Dr. Mel Ravitz
Professor of Sociology
Wayne State University
Councilman, City of Detroit

Mrs. Mary Ellen Riordan
President
Detroit Federation of Teachers

Mrs. Susan Rose
Teacher
Highland Park Public Schools

Miss Laurel Schiffer, Director
Head Start Programs
Michigan Economic Opportunity Office

Mr. Joseph Schore, Director
Wayne County Office of Economic Opportunity

Mrs. Aileen Selick, Director
Urban Area Employment Project
Detroit Public Schools

Sister Amadeus, Dean
Marygrove College

Mr. Harry Veeder, Director
Detroit Adventure

Mr. Paul K. Villar
Executive Assistant
Educational Projects, Inc.
Washington, D. C.

Dr. Richard Wisniewski
Assistant Dean
College of Education
Wayne State University

Mr. Benton Yates
Superintendent
Livonia Public Schools

Dr. William F. Young
Deputy Superintendent
Dearborn Public Schools

III. IDENTIFIED NEEDS

The Study identified the following specific needs:

1. To alleviate shortages of trained personnel to meet demands for services in schools that have a student population of 708,000

2. To improve career opportunities for both professionals and paraprofessionals in new staffing relationships

3. To institutionalize training programs for 7000 paraprofessionals already employed in Wayne County Schools as well as for the professionals with whom they work according to the expressed intent of Rule 390-1105(2) of the "Rules Governing the Certification of Michigan Teachers, 1967" and the Opinions of the Attorney General of the State of Michigan. The State requires licensing of "instructional aides" after they earn 60 hours of college credit or its equivalent

4. To strengthen school community relations especially in disadvantaged areas by improving the effectiveness of school staff in meeting needs of students

IV. FINDINGS OF THE STUDY: THE FOUR KEY QUESTIONS; THE ANSWERS

Key Question No.1

What is the job of the school paraprofessional? At what point does the work of the paraprofessional conflict with the legal and ethical responsibilities of the professional?

Answer

The Limits of Paraprofessionalism

The purpose of employing school paraprofessionals is to make it possible for the certificated person to use his skill and training more effectively. The paraprofessional will not replace the classroom teacher. The tasks performed by the paraprofessional are under the direct supervision of the professional.

Questions concerning the limitations of the school paraprofessional are raised frequently. What should the paraprofessional be permitted to do? What should the paraprofessional not be permitted to do? These questions are central to the issues of role definition and procedures to be established for granting of credentials, certificates or licenses. Clearly, the school professional performs a variety of tasks, the range of which extends from simple behaviors requiring no training and little ability to those behaviors that require special talents and perceptions, supported by extensive training and experience.

The line that separates the professional from the paraprofessional can best be drawn by considering the following precepts:

1. Diagnosing of student needs is a professional task.
2. Prescribing instruction programs is a professional task.

3. Selecting appropriate materials is a professional task.
4. Presenting or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating, determining the why, the how, the where, and the when are professional tasks.

The professional is the decision-maker for the implementation of the educational program.

The paraprofessional does only those things that he is directed to do, working under the supervision of the certificated person. These tasks can be described as those that are:

1. clerical
2. monitorial
3. reenforcement of instruction

Depending on his skill and training, the paraprofessional may be called upon to perform more complex tasks related to the reenforcement of instruction.

Therefore, since the professional and paraprofessional occupy different positions, which can be described in behavioral terms, there need not be confusion over role definition and the limitations of the school paraprofessional.

Key Question No.2

What kinds of paraprofessional positions are currently held? What additional positions should there be?

Answer

In October, 1967, a Survey of Paraprofessionals in Wayne County Schools was completed. Results of the Survey showed:

Number of paraprofessionals employed, educational levels, and role

No. school districts	43
No. responding	37
No. employing paraprofessionals	26

Total number of paraprofessionals employed:

	1966-67	4,839(2,579 paid)
(estimated)	1967-68	4,904(2,658 paid)

District employing greatest number in 1966-67 Detroit
4,150(2,000 paid)

Paraprofessionals in all other districts in 1966-67 689(579 paid)

Paraprofessionals in Wayne County Public Schools Exclusive of Detroit

In the school year 1966-67 the 689 paraprofessionals employed in Wayne County Public Schools exclusive of Detroit were employed on the following levels:

Pre-school	125
Elementary	479
Secondary	65
Adult	20

Of this group, the paid paraprofessionals (578) served in the following categories:

Classroom Aides	225
Counselor Aides	2
Administrative Aides	244
General School Aides	37
Library Aides	70
Other	

The volunteers (110) were employed in the following categories:

Classroom Aides	34
General School Aides	20
Library Aides	56

PARAPROFESSIONALS IN DETROIT PUBLIC SCHOOLS

The breakdown for paraprofessionals employed in Detroit for 1966-67* according to educational level is as follows:

Pre-school	100 paid 400 volunteer
Elementary	1,300 paid 1,200 volunteer
Secondary	400 paid 550 volunteer
Adult	200 paid

In Detroit, the Great Cities Project, Head Start, the Basic Reading Program, the Pre-school Program, and the Trainable Programs employ paraprofessionals in a variety of tasks. In 181 schools, the Great Cities Project employs 1,200 paid paraprofessionals, 500 of whom serve as teacher aides. Three hundred and fifty paraprofessionals in the Great Cities Project serve as school community aides, most of whom work under the direction of professional school-community agents.

*Estimated figures

NOTE ON TRAINABLE PROGRAM IN WAYNE COUNTY

Paraprofessionals are an integral part of the program for trainable students in the Wayne County Public Schools. As an example of this program in Detroit, 40 classes of 15 students are each taught by a teacher assisted by a paraprofessional (40 teachers-40 paraprofessionals). The salaries of aides in the Trainable Program throughout the country are funded under Public Act 221 (Michigan).

REMUNERATION OF PARAPROFESSIONALS

The wages paid paraprofessionals in Wayne County Public Schools ranged from a minimum hourly rate of $1.25 to a maximum hourly rate of $3.50 and a minimum yearly rate of $1,500 to a maximum yearly rate of $3,520.

SOURCES OF FUNDS FOR PARAPROFESSIONALS

The programs employing paraprofessionals are funded as follows:*

ESEA(Title I)	55%
OEO	30%
Local School Funds and State Aid	15%

*Estimated figures

HOW PARAPROFESSIONALS FUNCTION IN WAYNE COUNTY PUBLIC SCHOOLS

School District	Class-Room	Counselor	Adm.	General School	Library	Other *
Allen Park	X					
Carson					X	
Dearborn Heights No. 7					X	
Dearborn No. 8 Fr.						X
Ecorse	X					
Brownstown No. 10				X	X	
Detroit	X	X	X	X	X	X
Grosse Ile	X				X	
Hamtramck	X	X			X	
Harper Woods					X	
Heintzen	X				X	X
Highland Park	X				X	
Huron					X	X
Inkster	X			X		X
Lincoln Park	X				X	X
Livonia	X			X	X	X
Maple Grove				X		
Melvindale					X	X
Nankin Mills					X	
Northville				X	X	
Plymouth	X					
River Rouge	X					
Romulus				X		
Southgate						X
South Redford						X
Trenton	X	X	X			
Wayne	X				X	

(Districts not listed either did not respond to survey or reported no paraprofessionals employed.)

*This category may overlap those of classroom aides and general school aides. Reported here are special education aides (trainable, visually handicapped, orthopedic, lay readers and lunch room aides).

● NON-PUBLIC SCHOOLS

No. of schools responding	160
No. of schools who employ or expect to employ paraprofessionals	
1966-67	97
1967-68	102
No. of principals expressing interest in employment of paraprofessionals	156

Total number of paraprofessionals employed:

	1966-67	1,582(146 paid)
(estimated)	1967-68	1,718(136 paid)

In the school year of 1966-67, paraprofessionals employed in the nonpublic schools of Wayne County were employed on the following levels:

Pre-school	35
Elementary	1,433
Secondary	110
Adult Education	4

They served in the following categories:

Classroom Aides	17	paid
	119	volunteer
Counselor Aides	3	paid
	0	volunteer
Administrative Aides	19	paid
	73	volunteer
General School Aides	7	paid
	390	volunteer
Library Aides	82	paid
	390	volunteer
Other	18	paid
	464	volunteer

REMUNERATION OF PARAPROFESSIONALS

	Range	
Hourly Rate	$ .70	$ 5.25
Daily Rate	3.00	25.00
Weekly Rate	30.00	90.00
Monthly Rate	25.00	150.00
Yearly Rate	2,950.00	4,300.00

SOURCE OF FUNDS

School Budget	85%*
OEO	15%*

*Estimated figures

Types of School Paraprofessional

Serving as a teacher aide is only one of many different types of school paraprofessional. The Paraprofessional Study has identified twenty-six positions which may assist in understanding the concept of paraprofessionalism and how trained non-certificated persons can contribute to strengthening a school's educational program. The twenty-six positions are:

1. Classroom Aide
   performs clerical, monitorial, and teacher reenforcement tasks under the direct supervision of the classroom teacher.

2. Audio-Visual Technician
   inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; may also assist as a stage manager.

3. School Counselor's Aide
   performs clerical, monitorial, and counseling reenforcement tasks under the direction of the counselor.

4. School Lunchroom Aide
   supervises lunchroom according to school practices during lunch periods; maintains order, helps children when assistance is needed, works with administration and teachers to improve procedures; supervises after-lunch playground or special activities.

5. General School Aide
   performs a variety of school duties as assigned by principal, assistant principal, or designated teacher; may assist at doors and in halls, office, bookstore, library, clinic, classroom, but is not assigned to a single station.

6. School Community Aide
   acts as a liaison person between the school and the community by informing parents of school and community services and by informing teachers of community problems and special needs.

7. School Hospitality Aide
   receives parents who visit the school and under the direction of the principal conducts the parent to where the parent may meet with a teacher; may also arrange for refreshments for teachers, parents, and for children.

8. Departmental Aide
   works in a particular school department (language, science, fine arts, etc.) to perform designated departmental tasks such as record keeping, inventories, attendance, supplies, marking objective tests, etc.

9. Library Aide
   works under the supervision of the certificated librarian to assist in operating the school library. Shelving, filing, clipping, circulation, and book processing are some of the tasks to be performed.

10. Testing Service Aide
    works with professional testers in schools or regional centers to arrange for, administer, check, and record student test results.

11. Teacher Clerical Aide
    performs record keeping function, collecting, monitoring, duplicating of tests and school forms.

12. School Security Aide
    assigned by the principal to security tasks - doors, corridors, special events, lavatories, parking lot, banking of school receipts.

13. After-School Program Aide
    supervises, under the direction of the teacher, any after-school activities.

14. Materials Resource Center Assistant (Program Learning Lab Assistant)
    performs clerical, custodial, and monitorial functions in a material resource center or program learning laboratory.

15. Special Talent Paraprofessional
    has special talents to assist teacher in teaching art, music, and/or crafts.

16. Special Skills Aide
    assists teacher by having special skills in the areas of shop, homemaking, or speaking a foreign language (native Spanish speaker).

17. Crisis Center Paraprofessional (Opportunity Room)
    works with children who have problems of adjustment in the regular classroom situation.

18. Playground (Recreation) Paraprofessional
    works with teachers during the school day to assist with physical education activities.

19. Reading Improvement Aide
    assists reading specialist with basic and/or remedial instruction in a single school or group of schools.

20. Special Education Aide
    assists special education teacher in implementing instruction and activities for individual or groups of special education pupils.

21. Speech Correction Aide
    works with speech correction teacher to provide increased correctional services for pupils with speech problems.

22. Attendance Officer Aide
    provides assistance in dealing with attendance problems; may make home calls whose purpose is delineated by the attendance officer.

23. Bus Attendant Aide
    is employed at beginning and end of the school day to supervise loading and unloading of school buses; may be assigned to ride buses, especially those transporting very young children.

24. High School Theme Reader
    reads and checks class themes for those aspects of writing indicated by the teacher.

25. School Health Clinic Aide
    operates health clinic under direction provided by school nurse.

26. Laboratory Technician
    assists in school laboratories (language, science) under supervision of teacher; sets up, maintains, and operates equipment.

Key Question No.3

Since training is necessary, what is the rationale for developing programs which will produce in the trainees the needed knowledge and skills?

Answer

If paraprofessionals are to make their fullest contribution to school programs, their tasks must be defined clearly so that they can be trained to provide maximum service. Teachers and principals must also understand the paraprofessional's role.

The training program must be flexible and yet concrete. It must be task-oriented training based on clearly delineated performance goals. Further, the behaviors for which paraprofessionals are trained must be observable to the teacher and any outside observer who seeks to evaluate the program's effectiveness.

The training program must be preceded by the careful listing of the specific, observable performance goals which the paraprofessional is expected to meet. The next step is to provide training experiences calculated to meet the goals.

The Paraprofessional Study has compiled lists of performance goals for some positions - classroom aide, materials resource center aide, playground or physical education aide, and departmental aide. These lists of performance goals are found in the appendix of this Report. Additional position lists are being developed. Ultimately there should be a list for each of the 26 paraprofessional positions identified by the Study.

The Study has also developed a list of behavioral goals for those paraprofessionals who are able to operate at a higher, more sophisticated level. This list, organized under the headings: Motivating, Organizing, Presenting, Counseling, and Evaluating, is included in the appendix entitled "Behavioral Goals for Paraprofessionals: Semi-Instructional Tasks."

Key Question No. 4

Assuming a rationale for structuring training programs, what is the outline of a basic demonstration program, one which would be of value to districts of different sizes and need?

Answer

Outline of a Basic Demonstration Training Program

The training program should involve a multi-level approach to meet the needs of central office administrators, principals, teachers, and paraprofessionals. Such an approach demands flexibility of grouping in team sessions, grouping by professional level, grouping by paraprofessional function, and other combinations of such grouping in work sessions, small group discussions and seminars.

The function of the work experience is to enable the trainees to achieve the behavioral goals previously determined, particularly those goals which have relevance to the particular job assignment. The program will stress learning by doing, role-playing, and job simulation techniques. Learning will be applied directly on the job.

Programmed materials developed by Science Research, Inc., and other firms, may be used by paraprofessionals for instruction in lunchroom supervision, toileting, snack breaks, auditorium duty, cafeteria duty, playground duty, and trips. SRI materials may also be used in the instruction in the use of audio-visual equipment, but this material will be supplemented by actual practice on the machines themselves.

Independent study will be performed by each paraprofessional under the direction and assistance of the professional members of his team. These independent study assignments may involve field trips, logs or diaries, visitations and observations within the particular school building, and/or practice in how-to-do activities.

The following is an outline of a training program of ten half-day sessions:

1. "The Emerging Role of the Paraprofessional"
   General Session: Background

Film: "Teacher Aides, A New Opportunity"
Work Session: Bank Street College Checklist of Activities, small groups
General Summary: Reports of Work Sessions

2. Paraprofessional Work Session and Professional Seminar
Audio-Visual Techniques Work Session
Professionals will analyze and discuss twenty-six paraprofessional job descriptions and performance tasks of paraprofessionals.
General Summary: Professionals report findings.

3. Role-playing to involve all participants in teams and teams in combination; presentation of problems encountered in new staffing relationships
General Summary: Symposium report

4. Paraprofessional Work Sessions and Professional Seminar Work
Sessions on large and small group games for children, and art activities. Paraprofessionals learn by playing a variety of games and by engaging in the preparation of art projects and bulletin boards. Professionals will analyze new staffing practices and how changes in staff affect classroom management.

5. Paraprofessional Large and Small Group Sessions and Professional Seminar. Paraprofessionals will use films, micro-teaching demonstrations and SRI materials on the topic, "How Children Learn."
Professional Seminar: Behavioral goals for teachers.

6. The Library and the Material Resource Center: general presentations, films, at the Wayne County Library and at the ASSIST Center.

7. Teacher Reenforcement Tasks in Reading, Writing, and Mathematics-school team approach. Practice in "how-to-do."

8. Sensitivity Training - The Dynamics of Group Work. Activities planned by Dr. Allen Menlo, University of Michigan School of Education and/or Mrs. Marilyn Harris, Executive Director, State of Michigan Training Laboratory, the regional laboratory of the National Training Laboratory, Bethel, Maine.

9. Large Group Work Sessions for Paraprofessionals on Child Growth and Development - films and presentations by staff members of Merrill-Palmer Institute with special emphasis on nutrition.

10. "The New Career Ladder," Large and Small Group Discussion.
Reaction Panel.

need for training

V. FORTY RECOMMENDATIONS OF THE STUDY

A. GENERAL RECOMMENDATIONS REGARDING THE NEED TO EXTEND AND IMPROVE PARAPROFESSIONAL PROGRAMS

The practice of using paraprofessionals should be extended and training be improved.

1. Since there are presently some 7000 paraprofessionals currently employed in Wayne County, most with little or no training, establish training programs for those who are on the job or who have already been selected by local districts for placement.

recognition of potential

2. Certificated personnel must be oriented to the potential of paraprofessional assistance through inservice education programs.

3. Certificated personnel must be assisted in order to make effective use of and to work productively with school paraprofessionals.

inter-institutional cooperation

4. Cooperative arrangements for inservice programs are necessary. Included should be local districts, teacher training institutions, appropriate social agencies, and the intermediate district.

5. Regional demonstration training programs should be initiated for paraprofessionals, for certificated personnel with whom they work, and for those responsible for school paraprofessional programs.

   These programs should operate under the auspices of the State Department of Education or the Intermediate School District.

B. RECOMMENDATIONS RELATING TO THE NEED FOR DEVELOPING AN INSTITUTIONALIZING PROCESS FOR EDUCATIONAL PERSONNEL TO PROMOTE NEW AND IMPROVED STAFFING PRACTICES

An institutionalizing process for educational personnel to encourage new and improved staffing practices is a necessity.

LOCAL DISTRICT TRAINERS	1. Preparation of trainers of paraprofessionals and trainers of trainers must be undertaken by each public and nonpublic school.
LOCAL ADMINISTRATIVE SUPPORT	2. Local school administrators must actively and visibly support local trainers as they conduct sessions in their districts.
PROGRAMS ON THE COLLEGE LEVEL	3. Community colleges, universities, and their adult education affiliates must develop and arrange specific courses or educational experiences for paraprofessionals and certificated personnel.
CREDIT AND EQUIVALENCY	4. Develop cooperative agreements with teacher education institutions for the granting of credit and/or equivalency for training experiences to meet State of Michigan requirements for the instructional aide license.
GUIDELINES FOR LICENSING	5. Continue the strong liaison between the intermediate school districts and State Department of Education in the development of guidelines for the granting of licenses to instructional aides.
CAREER LADDER	6. Continue to promote the development of concept of "career ladder" in school paraprofessionalism.
CONSULTIVE SERVICE	7. The intermediate school district must provide consultative services to local districts as they adapt or replicate the demonstration programs as developed by the study.
DISSEMINATION	8. Dissemination of information about paraprofessionalism and its relationship to staff restructuring and staff differentiation is vital for the successful implementation of paraprofessional programs.
LOCAL COORDINATOR	9. Each local district should have a coordinator of paraprofessional activities.

C. RECOMMENDATIONS TO LOCAL SCHOOL DISTRICTS ON TAPPING A NEW SOURCE OF PERSONNEL THROUGH THE RECRUITMENT AND SELECTION OF PROMISING CANDIDATES FOR PARAPROFESSIONAL TRAINING AND PLACEMENT.

Local school districts have a new source of personnel from which promising candidates for paraprofessional positions can be recruited, trained, and placed.

arbitrary restrictions

1. The basic prerequisite for being hired as a paraprofessional should be experience and interest in working with children and not an arbitrary restriction such as graduation from high school.

indigenous persons

2. A significant percentage of the paraprofessionals assigned to a specific school should be indigenous to the community.

staff integration

3. The employment of trained paraprofessionals should be considered an additional route for achievement of integration of school staffs.

advisory councils

4. A comprehensive advisory council on the employment of paraprofessionals should be established in each local school district. It should be comprised of paraprofessionals, teachers, counselors, principals, members representing professional associations and/or unions, community leaders, and central office personnel.

employment policies

5. The local Board of Education should establish written policies that clearly outline conditions of employment, salary schedule, fringe benefits, probationary periods, grievance procedures, job tenure, if any, period of employment, sick leave, working conditions, and terminations.

handbooks

6. Local school districts should provide each paraprofessional with a handbook as an on-the-job resource.

pay increments

7. Improved job performance of paraprofessionals should be reflected in pay increases.

upward mobility	8. The position filled by the paraprofessional should be one for which he is trained and one which offers upward mobility and personal satisfaction.
personal growth	9. Many paraprofessionals will be recruited from the ranks of the unemployed or underemployed. Training programs, job assignments, and continuing inservice programs must emphasize the individual needs of the paraprofessional for personal growth as well as his potential contribution to the school program.
priority assignments	10. The paraprofessional should be assigned to work with a professional on a one-to-one basis whenever possible. Paraprofessionals work most effectively when their responsibilities and allegiances are not diluted. Ultimately there will be situations, e.g. classrooms, where there will be more than one paraprofessional working with a teacher.
community linkage	11. School systems should realize the importance of the linkage to the community provided by the paraprofessional and capitalize on this positive aspect.
interactions with teachers	D. RECOMMENDATIONS ON THE DESIGNING OF TRAINING PROGRAMS <u>The design of training programs should include the following elements:</u> 1. Involve both paraprofessional and certificated personnel during training to provide for the interaction which must precede understandings regarding the role of each in the school's program.
inservice teams	2. Inservice programs should be structured to meet the needs of teams of participants from individual schools. A team should consist of a central office administrator, a teacher, a principal, and two paraprofessionals.
performance tasks	3. Learning experiences for paraprofessionals should be based on observable performance tasks. These must be developed prior to the training programs.

HOW-TO-DO-IT EXPERIENCES	4. Paraprofessional learning experiences, based on the aforementioned performance tasks, must be of the concrete, "how-to-do-it" type.
LOCAL RECRUITMENT	5. Recruitment and selection of paraprofessional trainees is the responsibility of local school personnel.
LOCAL CADRE	6. Participants in early training programs should be designated as cadre for extension of programs in local districts.
FOLLOW-UP	7. Follow-up services must be provided by local administrators working in conjunction with the regional or intermediate office.
INDEPENDENT STUDY	8. Opportunities for independent study must be provided during and after training programs to increase on-the-job effectiveness.
PROGRAM ASSESSMENT	9. Assessing programs' effectiveness through field observation and reporting is a continuing responsibility.
MATERIALS DEVELOPMENT	10. Regional development of curriculum materials will prevent duplication of effort.
PROGRAM DIFFERENTIATION	11. Programs must be task oriented to correspond to specific job descriptions.
PARAPROFESSIONALS AS A TRAINING RESOURSE	12. Trained paraprofessionals should be employed to assist in preparing other paraprofessionals.
TRAINING METHODOLOGY	13. Role playing, self-analysis, games, simulation, and small group participation should be incorporated into the methodology of training programs.
COUNSELING	14. Group and individual counseling should be available to paraprofessionals during and after training programs.
PLANNING TIME	15. Time must be built into the school day for consultation between teacher and paraprofessional.

VI. UNFINISHED BUSINESS

As is the case in many educational ventures, the growth of the concept of paraprofessionalism depends on the availability of money. Employing large numbers of new educational staff members means additional strain on the already over-burdened local school district budget. If local districts locate funds not already spoken for, an organized, increasingly militant professional union or association is likely to demand that such monies be allocated to a needed raise in teacher salaries.

This is likely to be the case especially when teachers see the emerging paraprofessional as a threat rather than a benefit, as an additional problem rather than a promise of better days to come, as a means of undermining the profession rather than a means of enhancing it. For a number of reasons, not all certificated personnel view the paraprofessional as a useful, productive, and needed ally. However, the Study indicates that where paraprofessionals have been properly trained and employed, and where teachers and administrators are attuned to their potential, paraprofessionals are cherished additions to the school's staff.

One Wayne County district is presenting an option to its teachers. When there are certain staff vacancies in any school building, the staff decides on whether it would rather fill the vacant positions with teachers or paraprofessionals, using the ratio of one teacher to two paraprofessionals. Included is the proviso that if paraprofessionals are selected in this manner they cannot comprise more than 15% of the total staff.

Clearly, the paraprofessional concept will flourish initially only when outside funds (state? federal ?) are made available to local districts for the express purpose of training paraprofessionals and paying their salaries. This may come about through some kind of matching arrangement made available to all districts, or it may result from increased monies allocated to districts eligible for additional assistance because of large numbers of disadvantaged children within their boundaries. The 1968 Michigan State Aid Act provides some assistance in this manner to such districts, with matching funds earmarked for paraprofessional salaries.

Bills have been introduced into the Congress for similar purposes, but to date none has been reported out of committee. It is likely that efforts will be renewed to acheive this end. An aroused and supportive profession can make its needs known.

The paraprofessional concept, with its career ladder component, offers the potential for improving not only the ways in which children achieve, but it contains also the promise of new, self-realizing jobs for thousands of persons who presently are unemployed or underemployed.

Paraprofessionals can make significant contributions to schools, to their communities, and enjoy the satisfaction which flows from performing a socially valuable service.

Appendix A

Performance Goals for Paraprofessionals in the Classroom

The list which follows is meant to be comprehensive, but not exhaustive. No single classroom aide should be expected to do all of these tasks; his job is determined by needs as perceived by the local school district.

An effort has been made to list tasks which are observable, since an evaluation of the effectiveness of a paraprofessional will depend largely on what he does which is evident to the teacher and to an outside observer, should one be present.

The list is divided into two broad categories: One, those tasks which are primarily Institutional in nature, that is, tasks which grow out of the demands of the school administration as it functions; two, those tasks which are characterized as Reenforcement of Instruction, that is, tasks evolving from the direct instruction of children. In all cases the paraprofessional is expected to work under the direct supervision of the classroom teacher to perform tasks prescribed by the teacher.

The two categories, Institutional and Reenforcement, are listed according to a frequency distribution:

1=tasks usually performed one or more times each school day
2=tasks performed on the average of once each week
3=tasks performed 6 to 20 times during the school year
4=tasks performed fewer than 6 times a year

Thus, a task listed under R-2, indicates that it is performed to reenforce instruction once a week.

I-1

1. Taking roll
2. Recording daily work into grade book
3. Collecting lunch money
4. Collecting milk money

5. Filing correspondence and other reports in children's records
6. Checking mailbox twice daily for communiques
7. Supervising students during short rest period
8. Preventing students from running in halls
9. Checking student passes and activity in hall before class
10. Writing student permission slips
11. Picking up paper from floor
12. Checking lavatories
13. Supervising students on recess
14. Closing lockers left open
15. Assisting children to tie shoe laces
16. Assisting children to zip zippers
17. Assisting children to button buttons
18. Assisting children to tie scarves
19. Recording tests into grade book
20. Straightening room after dismissal - pulling shades, opening drapes, cleaning board and sink, etc.
21. Unlocking door in morning
22. Locking door in afternoon after student dismissal
23. Taking children to the nurse
24. Washing blackboard
25. Lining up students to pass in the halls for a special class, such as French, art, music
26. Passing out sports equipment for recess
27. Officiating at sports games on playground at lunch time or at recess
28. Opening windows if allowed
29. Copying assignments for absent students
30. Checking with office about reason for a student's absence
31. Checking out books from classroom library
32. Keeping classroom reference books orderly
33. Recording lunch count for room
34. Keeping school calendar up-to-date
35. Distributing cookies and milk
36. Operating milk machine

I-2

1. Assigning house-keeping tasks to individual students
2. Collecting book fines and return to library

3. Regulating thermostat in room to control temperature
4. Distributing notices to children from school or school system
5. Posting room and school notices for students
6. Filing notes from parents
7. Returning instructional equipment
8. Telephoning parents about routine matters
9. Washing and ironing doll clothes

I-3

1. Averaging grades for report cards
2. Attending PTA meetings
3. Accounting for and inventorying non-consummable classroom stock: books, textbooks, dictionaries, reference books, athletic gear
4. Cataloging books used in class
5. Collecting parental permission forms
6. Checking locker combination lists for forgetful students - giving them combination
7. Checking desks and lockers periodically to see that they are kept clean and orderly
8. Getting supplies from office
9. Keeping substitute folder complete and up-to-date
10. Pinning notices to children's coats
11. Reading administrative notices
12. Straightening teacher's desk

I-4

1. Copying anecdotal records in permanent file
2. Recording of intelligence and maturity test scores into student record forms
3. Filling out requisition forms
4. Transferring attendance records from cards to attendance books for state records
5. Marking attendance cards
6. Collecting student monies for semester fees
7. Collecting money for charity drives
8. Collecting money for school play
9. Collecting money for pupil photographs
10. Checking eyes (eye chart) of children
11. Measuring children
12. Weighing children
13. Making out schedule for conference appointments

14. Making copies of children's addresses and telephone numbers
15. Taking injured child to doctor or hospital
16. Taking charge of a classroom for short period when emergency arises
17. Administering first aid to children

R-1

1. Writing an assignment on board
2. Writing date on board in morning
3. Asking students to put all materials away before lunch
4. Answering questions on seatwork directions
5. Arranging materials for accessibility
6. Asking children to categorize objects
7. Asking children to separate objects by color
8. Asking questions about the sequence of events in a story
9. Calling class to attention when bell rings
10. Carrying supplies from one building to the other
11. Correcting homework
12. Correcting informal tests
13. Correcting of tests with a key
14. Sorting papers to be corrected by subject and date
15. Collecting and displaying pictures, objects, realia, models
16. Collecting supplementary books and materials for instruction
17. Distributing supplies to children
18. Distributing lessons, e.g., writing paper, art paper and supplies
19. Displaying pupil work
20. Distributing books to children
21. Duplicating instructional materials
22. Encouraging a child to finish his work
23. Filing used stencils in file cabinet under correct headings
24. Greeting children as they arrive in school
25. Helping maintain order in classroom
26. Helping children who have been absent catch up with work missed
27. Holding child's hand as he writes name in sand, or salt or finger paint
28. Keeping and maintaining a folder of representative work

29. Keeping on hand extra supplies such as erasers, pencils, scissors and rulers for children who might need them
30. Listening to oral reading by children
31. Listening to children talk about personal problems
32. Leading children in an exercise of left to right hand movement
33. Leading children in an exercise of left to right eye movement
34. Playing the piano
35. Putting lessons for the next day on the blackboard
36. Cleaning paint brushes
37. Putting drop-cloth down
38. Read menu for lunch
39. Recording with check mark names of students who handled papers in and those who did not
40. Returning daily work and tests after it has been recorded
41. Sharpening pencils
42. Stapling papers together
43. Supervising toileting
44. Taking children to the gym
45. Taking children to the office
46. Typing instructional materials
47. Watering plants in classroom
48. Assisting children in feeding animals in classroom

R-2

1. Asking children to categorize opposites
2. Checking student progress with SRA reading materials
3. Collating instructional materials
4. Correcting workbooks
5. Correcting standardized tests
6. Double-checking the quiz after each child is finished checking another member's paper
7. Dramatizing a story
8. Dusting shelves and closets
9. Demonstrating the care and handling of books
10. Drilling small groups of children on color recognition
11. Drilling a small group of children on numeral recognition

12. Drilling children on long and short vowel sounds
13. Drilling on correct cursive writing
14. Drilling student on proper manuscript writing form
15. Drilling children on consonant sounds
16. Duplicating children's writings and other creative work
17. Duplicating class newspaper
18. Drawing pictures for dittos
19. Erasing words for spelling and getting ready for quiz
20. Filing tests
21. Filling paste jars for children
22. Filling stapler
23. Helping children learn parts of a book (contents, index, etc.)
24. Helping children walk a balance beam by holding their hands
25. Holding child's hand as he manipulates a paint brush
26. Holding child's hand as he manipulates scissors
27. Making flashcards of words in child's experience
28. Making arithmetic flip charts
29. Mixing paints
30. Operating audio-visual equipment in classroom
31. Packing up audio-visual equipment and films for return after use.
32. Procuring instructional equipment
33. Putting up maps, pictures, articles on bulletin board for current events or units
34. Reviewing words introduced to students in a recent assignment
35. Securing audio-visual equipment from storage
36. Setting up audio-visual equipment for use in classroom (motion picture filmstrip, overhead, opaque projectors, tape recorder, record player, radio, T-V)
37. Taking children to the library
38. Typing children's writings and other creative work
39. Typing class newspaper
40. Typing worksheets
41. Writing the new words on the board
42. Writing class weekly schedule on chalkboard

R-3

1. Observing children's behavior and writing observations
2. Making name tags for children prior to a field trip

3. Proofreading class newspaper
4. Typing script for plays and skits
5. Duplicating script for plays and skits
6. Gathering books and past assignments together for parents to take home to their sick child
7. Cutting construction paper into proper sizes so that it can be used for picture dictionary
8. Cutting sheets of paper from a roll for scenery for plays or for murals
9. Ordering paperback books
10. Showing children how to make dioramas
11. Making puzzles
12. Cutting out letters for bulletin board
13. Preparing small bulletin boards
14. Cutting out letters and figures for flannel board
15. Preparing slides
16. Sorting pictures
17. Calling resource people to set up dates for class visits
18. Procuring library books
19. Returning library books
20. Washing doll clothes
21. Ironing doll clothes
22. Adjusting draperies to keep sunlight out of children's eyes
23. Making scratch pads
24. Checking reading file to see if it is being kept up to date by students
25. Showing children proper writing position
26. Tracing pictures
27. Using phonetic drill cards with individual children
28. Leading class in indoor game for rainy day recess
29. Playing "Word Bingo" with small reading group
30. Scanning magazines for bulletin board ideas
31. Disassembling old bulletin board
32. Packing and storing old bulletin board materials
33. Tearing out pages from old books to make individual reading booklets
34. Cutting manila paper to make covers for individualized reading booklets
35. Stapling story to cover of individualized reading booklet
36. Helping children design covers for individualized reading booklets
37. Buying supplies from the store for classroom use (pencils, felt pens, gummed starts, etc.)

38. Drilling children on A, B, C's
39. Drilling children on color words
40. Making manuscript letters with arm movements in the air
41. Giving flashcard drill to pupils
42. Making picture dictionary with magazine pictures
43. Making a chart listing the descriptive words pupils have used
44. Copying experience story from board into a stencil
45. Lining large sheets of paper
46. Repairing books
47. Cutting out magazine pictures
48. Mounting magazine pictures
49. Labeling magazine pictures
50. Doing simple, preventative maintenance on audio-visual equipment and supplies
51. Assisting small groups of children with their use of audio-visual equipment and supplies
52. Filling out order forms for requisitioning audio-visual equipment and films
53. Helping to edit pupil-produced tapes and visual presentations
54. Preparing transparencies for use with overhead projector

R-4

1. Making seating charts
2. Preparing pupil profiles
3. Preparing or plotting results of sociograms
4. Preparing interest inventories so that the teacher can see what children are interested in to assist in planning
5. Copying reports for cumulative records
6. Keeping records of titles of books children have read
7. Sending for free and inexpensive materials
8. Arranging for a field trip
9. Collecting money for field trips
10. Calling bus office for arranging transportation for field trips
11. Putting new shelf paper on closet shelves
12. Writing requisitions
13. Stacking supplies in closet according to use
14. Covering coffee cans to house mathematical objects

15. Drawing map on board
16. Ironing wax paper crayon drawings
17. Sewing a hem in a girl's skirt
18. Producing and arranging special hall bulletin board and show case displays
19. Cataloging and inventorying school audio-visual equipment and supplies
20. Calling libraries for phonics records
21. Distributing notices to other teachers
22. Helping small children wrap Christmas gifts for parents
23. Setting up equipment for making Christmas gifts for parents
24. Organizing picture file according to seasons
25. Securing materials needed to make Christmas gifts
26. Removing obsolete and damaged materials from classroom shelves and closets
27. Rearranging the room to make it more attractive and interesting
28. Transplanting and cutting back flowers that are in classrooms
29. Changing desk blotter

Appendix B

• • • •Materials Resource Center Paraprofessional Performance Goals

1. Tasks usually performed one or more times each school day

    1. Pick up books and magazines at end of period, module, and day
    2. Distribute interoffice mail
    3. Hang up newspapers
    4. Straighten furniture in library
    5. Turn on equipment
    6. Put on cartridge in tape disk
    7. Manage communications laboratory
    8. Write passes for students when approved
    9. Erase tapes for re-use
    10. Clean all equipment (heads of tape recorder, etc.)
    11. Repair broken tapes
    12. Adjust headphones for students
    13. Mark all tapes, boxes with pertinent information
    14. Put date and name information on large group lecture tapes and visual materials
    15. Check on large group lecture tapes for audibility
    16. Check on student behavior
    17. Record tape information on record sheet (type name, etc.)
    18. Adjust levels for hearing or speaking
    19. Check on student passes
    20. Keep modular record of attendance for monthly report
    21. Write repair orders for AV equipment
    22. Deliver equipment when needed
    23. Change bulbs
    24. Issue audio tapes
    25. Make copies of audio tapes (and of series - 2)
    26. Order films for teacher
    27. Check in films from central office
    28. Prepare films to be returned to central office
    29. Issue all AV equipment to teachers
    30. Make transparencies for teachers
    31. Water plants
    32. Sort daily mail
    33. Type cards for magazine circulation (if no secretary or clerk)

34. Process magazines for use (binding, plastic cover, etc.)
35. Read articles for vertical file
36. Clip articles for vertical file
37. Run filmstrip projector
38. Issue filmstrips
39. Issue transparencies
40. Issue slides
41. Issue micro-film
42. Issue film loops
43. Issue records
44. Issue magazines from stacks
45. Help locate information in Reader's Guide
46. Run 8mm single loop projector
47. Demonstrate use of Audio-visual equipment in teachers' rooms
48. Run record player
49. Find books (if no secretary or clerk)
50. Assist with reference work (look up information in books, look up information on cards)
51. Answer telephone
52. Count circulation by category
53. Accept money for fines
54. Check in books from circulation
55. Write overdue notices
56. File book cards for circulation
57. Stamp book card for circulation date
58. Stamp circulation slips
59. Check student ID cards (circulation desk for check out)
60. Sort books into categories
61. Shelve books
62. File catalogue cards (several places) public catalogue shelf list, etc.
63. Stamp books with school name, etc.

2. Tasks performed on the average of once each week

1. Interfile IBM inventory cards
2. Verify catalogue cards and order cards
3. Pull IBM order cards
4. Help to classify books
5. Mark spine of books
6. Run off mimeograph notices to teachers
7. Make reports on broken furnishings or custodial help needed
8. Correct catalogue cards

9. Correct cataloguing errors
10. Set up audio equipment in lecture theater or large group rooms
11. Make transparencies for students
12. Review new audio-visual materials
13. Prepare displays
14. Fix bulletin boards
15. Attend building faculty meetings
16. Punch IBM cards (if no secretary or clerk)
17. Order books - fill in order slips
18. Sort catalogue cards
19. Type book cards (if no secretary or clerk)
20. Paste card pockets
21. Sort catalogue cards into author, subject, title categories
22. Search for incorrect orders on new books
23. Check books in print for price and publisher for ordering
24. Check new material against invoices
25. Consult catalogues for new equipment

3. Tasks performed 6 to 20 times during the school year

1. Assist in preparing bibliography materials for teacher
2. Occasionally monitor tests for individual students
3. Put reserve signs on tables when needed
4. Prepare programs for students
5. Make audio tapes
6. Tape slides (35mm)
7. Fix new cases
8. Gather material for cases
9. Sign receiving slips for own record and return one to central office
10. Count books in cartons
11. Receive new books
12. Help in writing notices to department about new books
13. Mount pictures (if no secretary or clerk)
14. Type requisitions (if no secretary or clerk)
15. Show visitors around and explain operation

4. Tasks performed fewer than 6 times a year

1. Check books back from bindery
2. Write order for bindery
3. Collect books for rebinding
4. Aid preparing programs for administrators
5. Aid in preparing programs for parents
6. Do inventory of resources
7. Order supplies for audio-visual
8. Order supplies for library
9. Mark shelf cards with inventory information
10. Mark IBM cards with inventory information
11. Mark shelf cards for withdrawn books
12. Unpack new audio-visual equipment
13. Ditto teacher tests or material (if no secretary or clerk)
14. Hospitality duties for open houses, etc.
15. Rearrange books on shelves to accommodate new books

Appendix C

• • • •Playground (Physical Education-Recreation) Paraprofessional

1. Tasks usually performed one or more times each school day

    1. Get out ropes for jump rope exploration or activities and replace at end of period
    2. Unlock the supply room and gym office when returning from playfield
    3. Turn on gymnasium lights
    4. See that balance beam is ready for fitness activity and replace it at end of period
    5. Organize children into groups on playfield for small group activities
    6. Move from one group of children to another on playfield to keep order
    7. Coach children during practice team games
    8. Referee soccer games
    9. Turn out gymnasium lights before going to playfield
    10. See that material box for playfield activity is ready before class time
    11. Lead the class in warmups on softball or outdoor team games
    12. Demonstrate the skills for softball
    13. Umpire softball games
    14. Lock gym office door and supply room before going to playfield
    15. Take children to return wraps after outdoor activity
    16. Take children to lockers for wraps on chilly days before going to playfield
    17. Check playfield for holes or protruding fence
    18. See that debris on playfield is removed before class activity
    19. Check playfield daily for glass or dangerous debris
    20. Line playfield for soccer, softball, and large group games

21. Give special help to physically limited children
22. Record attendance of conference class on daily form
23. Get out woodblock for dance days and return at end of period
24. Get out drums for dance days and return at end of period
25. Get out triangle for dance days and return at end of period
26. Get out records for dance days and replace at end of period
27. Get out record player for dance days and return at end of period
28. Help get out mats for stunt activities and put them away at end of period
29. Check climbing ropes before children use them
30. Let down rope for rope climb
31. Put up climbing ropes at end of period
32. Referee basketball games
33. Demonstrate the skills for basketball
34. After lunch hold first class in hall until gym is cleared or cleaned
35. Untie knots in children's shoes
36. Help younger children get their shoes or gym shoes tied
37. Pass out money previously collected at end of each period
38. Lock money in gym office
39. Collect any money children have during activity period
40. Collect lunch money from conference class
41. Pass out lunch money at lunch time
42. Take lunch count--conference class
43. Tear off paper toweling before class for children who have to play in bare feet
44. Check conference class for rashes, watery eyes, sores, etc., daily
45. Take attendance of each class each period
46. Bring out bulletin boards and hand on walls each day
47. Remove bulletin boards and place in gym office at the end of each school day
48. Help children who need to put on glasses mask
49. Help children remove glasses masks
50. Give class lavatory period after activity period
51. Give class drinks after activity period
52. See that balls are out for ball activities and return them after the period

53. Unlock the gym shoe lockers each period
54. Write answers to notes sent from office during the activity period
55. Read announcements to class whenever brought to room

2. Tasks performed on the average of once each week

1. Get out parallel bars for fitness activities and assist in returning them at end of the day
2. Help get out ladders for fitness activities and return at the end of the school day
3. Demonstrate the skills for track and field
4. Open the jumping pit on track and field days and close it at end of each period
5. Help get out hurdles for track and field activities
6. Line playfield for small group games
7. Get out pullup bars for fitness activity
8. Write out "nurse slip" and send children who need such attention to nurse
9. Get out nets for volleyball
10. Pass out notices sent from office
11. Counsel children who are arguing or fighting
12. Give first aid to child hurt during activity period
13. See that children who are supposed to go to Glee Club during the activity period are sent
14. See that children who are to go to Speech during the activity period are sent

3. Tasks performed 6 to 20 times during the school year

1. Keep scores for relays, 50 yard dash, broadjump, baseball throw, shuttlerun
2. Get out starting blocks and set in ground for track and field
3. See that starting blocks are brought in each period
4. Record scores of soccer-ball games
5. Demonstrate the skills for soccer
6. Record scores of softball games
7. Check playfield for wet spots after rain
8. Line playfield with whiting for relays
9. Line playfield for free play days
10. Record scores of basketball and volleyball games

11. Open windows when necessary
12. Close windows at end of day
13. Make bulletin boards for current sport skills
14. Make bulletin boards for current dance skills, health themes, citizenship
15. Trace children absent from class but not absent from school

4. Tasks performed fewer than 6 times a year

1. Assist in preparing children for Christmas and spring programs
2. Take children on trips pertaining to Physical Education
3. Screen class--eyes, hearing and teeth
4. Mark report cards
5. Maintain general records
6. Record scores for situps, pullups
7. Make score charts for softball, soccer, basketball, volleyball
8. On direction of teacher--if child is too seriously injured to move--send for principal to call parent and ambulance
9. Take seriously hurt children to office

Appendix D

Department Aide (Language)

1. Tasks usually performed one or more times each school day

    1. Get names of absent teachers from office secretary
    2. Stand hall duty during time classes are passing
    3. Check department classroom doors
    4. Stand hall duty during dismissal
    5. Get mail from box
    6. Check girls' lavatories for skillers and smokers
    7. Sort mail

2. Tasks performed on the average of once each week

    1. Talk to counselor about student referral
    2. Take substitute teacher to classroom, explain schedule, find plans and records
    3. Introduce substitute to I hour class
    4. Make copies of speed test on dri-copier
    5. Have student assistant deliver speed test questions
    6. Tell student assistant to prepare subscription magazines for delivery and to deliver
    7. Check teacher aide programs for available time slots and file
    8. Explain jobs to teacher aides
    9. Plan with teacher for lesson plans for teacher aides
    10. Assign tests to teacher aides and their groups
    11. Check with bookkeeper on records and accounts
    12. With department head, begin homeroom for late teachers
    13. Collect teacher newsletter material
    14. Assist in writing teachers' newsletter
    15. Work with art teacher to make up newsletter masthead
    16. Type newsletter spirit master
    17. Run off ditto copies of newsletter
    18. Distribute newsletter to teachers' boxes
    19. Send newsletter copies out via pickup
    20. Type notice to teachers about policy deriving from cabinet meeting

3. Tasks performed 6 to 20 times during the school year

1. Stand monitor duty during counselors' testing
2. Send book or magazine sets to classrooms in other departments where plans have not been left for substitute teachers
3. Collect money from teachers for lost paperbacks
4. Remit money to bookkeeper with receipted forms
5. Clear the library for special activities
6. Schedule certain classes to library for special activities
7. Write notice of department meeting
8. Tell student assistant to circulate department meeting notice
9. Assist in preparing notices of information (material received, workshops, conferences) for teacher circulation
10. Have students count, stack and deliver books to and from storage
11. Write reminder notes to teacher as display case assignments come up
12. Count paperbacks in returned carts
13. List missing paperbacks
14. Request missing paperback follow-up from teachers
15. Take part in department news interview to student reporter
16. Run off stencils and spirit masters in copies as required
17. Count and distribute reading tests, records, sample plans, etc. to teachers
18. Clean off accumulated discards from filing cabinets and shelves
19. Rehearse students in school activity publicity sketches

4. Tasks performed fewer than 6 times a year

1. Make up semester calendar for department and update periodically
2. Send forms to feeder schools for incoming 7th grade reading levels
3. Group 7B, 7A, 8B students according to reading levels
4. Record past-test scores of reading groups
5. Prepare reading comparison chart for assistant principal
6. Write letters requesting books for examination
7. Write letters ordering books and materials

8. Assist in preparing teaching programs for department
9. Prepare reading tutors' schedule for time table and room numbers
10. Prepare teachers aides schedules for assignment to teachers, rooms, periods
11. Schedule students into revolving classes, special instruction, to teachers as assistants and to office as messengers
12. With approval, change student programs
13. Distribute teacher program cards
14. Collect program cards
15. Check program cards
16. Send program cards to division via pickup
17. Record reading test scores and conversions for 7th grade program
18. Record textbook inventory changes on cards in file box
19. Keep storage inventory up to date
20. Keep departmental equipment inventory up to date
21. Write thank you letters
22. Write other schools for visits
23. Host visitors
24. Pack extra books for sending to other schools or warehouse
25. Type inventory lists of paperback carts
26. Assign paperback classroom library carts to teachers
27. Revise the paperback book carts lists
28. Assign scholastic kits to teachers
29. Order paperback sets
30. Count paperbacks in sets
31. Write down titles and code numbers of paperbacks missing from sets
32. Call paperback supply company or write for replacements for paperback sets
33. Type stencil for library reading lists
34. Type ditto for grade level paperbacks list
35. Type ditto for department books price list
36. Type ditto for department books inventory schedule
37. Type stencil for student questionnaire survey
38. Type stencil for sample poetry lesson
39. Type stencil for sample reading lesson
40. Type stencil for sample vocabulary lesson
41. Type stencil for Reading Records
42. Type stencil for Diagnostic Test Record forms

43. Type stencil for Reading Test Answer Sheet
44. Type ditto master for 8th and 9th grade reading tests
45. Type stencil for 7th grade Diagnostic Reading Test
46. Order student magazines
47. Make up distribution schedule for student magazines
48. Tell a student assistant how to count, stack, and deliver magazines from the distribution schedule
49. Place McBee textbook order
50. Prepare NDEA order
51. Show student assistant how to stamp and number books
52. Show teachers how to use filmstrips in phrase reading
53. Give teachers study guides for novels
54. Type writing checklist for teachers
55. Run off writing checklist for teachers
56. Distribute writing checklist for teachers
57. Compile materials list for 7th grade team
58. Dispense materials to teachers according to class levels
59. List departmental inventory of recordings, tapes, films, and filmstrips
60. Type stencil of departmental inventory of audio-visual aids
61. Run off stencil of departmental inventory of audio-visual aids
62. Distribute copies of departmental inventory of audio-visual aids to teachers
63. Write notes requesting return of materials
64. Call photographer for graduate picture appointments
65. Make up appointment schedule for graduation pictures
66. Make up absentee appointment schedule for graduation pictures
67. Prepare schedule for photographer for yearbook pictures
68. Brief student assistant on helping photographer for yearbook pictures
69. Assist with makeup layout for yearbook
70. Crop pictures for yearbook
71. Show students how to paste up yearbook pictures
72. Do paste-ups for yearbook
73. Have office typist type the copy for yearbook
74. Check the pictures against copy for yearbook
75. Proofread yearbook
76. Send correct number of copies of yearbook to graduate sponsors
77. Brief student salesmen on selling times and procedures
78. Collect monies from yearbook salesmen
79. Distribute yearbooks to students by homeroom
80. Prepare collection schedule for English fees

81. Prepare teacher emergency plans forms
82. Type ditto of emergency plans forms
83. Run off teacher emergency plans forms
84. Distribute teacher emergency plans forms
85. Collect and file teacher emergency plans forms
86. Order materials and books for language teachers
87. Route lost books back to source
88. Make up display case schedule
89. Distribute forms for paper supplies orders
90. Collect forms for paper supplies orders
91. Total the amount on forms for paper supplies orders
92. Transcribe totals of paper supplies on department consolidation forms
93. Send consolidation for paper supplies orders to bookkeeper
94. Distribute forms for general teaching supplies
95. Collect forms for general teaching supplies
96. Total the amounts on forms for general teaching supplies
97. Transcribe totals of general teaching supplies on consolidation form
98. Send consolidation form for general teaching supplies to bookkeeper
99. Request lists of slow readers from teachers for summer school or special reading classes
100. Circulate department policy message to teachers
101. Make up sign-out sheets for materials borrowed from English office
102. Write P. A. Publicity announcement for theatre trip
103. Write time table for theatre trip
104. Follow up trip time table by sending student announcers to homerooms
105. Collect money from teachers for theatre trips
106. Call theatre for the anticipated number of reservations
107. Request bus for trip
108. Place trip on school calendar
109. Gather from recommendations, certain students to write scripts, rehearse, and produce special day productions

Appendix E

Semi-Instructional Tasks

Motivating:

praising behavior you want repeated
encouraging proper outline form, paragraph writing
asking stimulating questions
accepting student ideas
helping students begin an assignment
giving students opportunities to use their own ideas
directing students to a specific point of interest in the textbook, i.e., picture, map, statement
showing an interesting picture associated with assignment
playing games with children
developing an outline of the reading on the chalkboard
showing personal respect for books
placing student work on the bulletin board or in classroom library
showing purpose of teacher's assignment
clarifying teacher's assignment for a student
arranging parties with children
collecting or mounting pictures of successful men and women who came from background similar to children's
encouraging children to state ideas in own words
providing good speech models for children
making the learner aware of what the finished product will be
providing a good model for grooming, cleanliness, posture
providing a model for courtesy, friendliness, and cooperativeness

Organizing:

arranging small group instruction
developing an outline of the reading on the chalkboard
issuing book slips when books are loaned to pupils

placing notes or outlines on chalkboard as a summary with student assistance
working with small groups
arranging for a class newspaper or magazine
training pupils to help with bulletin boards
supervising practice sessions for dramatic presentation
arranging for field trips--check about parental permission slips
assisting with handwork projects--charts, collections, dioramas, displays, exhibits, flat maps, graphs, models, painting, posters, relief maps, scrapbooks, sketches
preparing booklists
developing a file of pictures
developing worksheets of questions, outline or identification type
decorating room on special occasions
monitoring standard tests
keeping and maintaining a folder of representative work for each pupil

Presenting:

giving information to clarify teacher's assignments
giving information about where to find material
speaking to class on a subject in which the paraprofessional has particular competence
reading to children
writing explanations, directions, problems, assignments on the chalkboard
recording symptoms of learning problems for teacher's diagnosis
using instructional programmed materials
presenting recommended action in event of fire, air raid, tornado or dangers at home and in route to school
deploring superstition--seeks causes for physical effects using scientific method
helping children use the dictionary and encyclopedias
distinguishing between opinion and fact
helping children improve pronunciation and diction
distinguishing between formal and informal language
helping with basic usages (he does, you are, he walks)
reinforcing number combinations
developing flashcards for word identification, spelling and vocabulary

assisting children with activities involving sorting, grouping
pointing out table of contents, lists of illustrations, glossaries, and general indexes of books
helping with pledge of allegiance to the flag
helping with basic phonics
helping students master Dolch basic vocabulary list

Counseling:

listening to student with problems
making home calls
keeping records of counseling references
writing anecdotal records
talking to a student who is upset
praising individual performance
interpreting student problems to teacher
talking with parents and interpreting parental concern to teachers
talking to students to ascertain reasons for absence
recognizing children's injuries and illnesses and assisting with first aid
holding book inspections from time to time
stressing careful handling of books
helping children get along with their peers
giving reasons before you give directions
explaining why some kinds of behavior are not acceptable
telephoning parents of absent children
telephoning parents to verify note to excuse child to leave early

Evaluating:

correcting objective tests
checking homework assignments, notebooks
checking safety
helping with sociometric analysis
encouraging pupil self-evaluation
helping children recognize progress
helping children develop personal goals
helping children prepare review tests
rewarding pupil efforts and achievement

weighing children and checking their height in health exam
helping with health records
helping to review written work
assisting with role-playing techniques
helping to identify special talents of individual children
assisting with the compilation of student records
helping to interpret test results to parents

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.